

Sixth Grade Writing Lesson #1 with Narrative Prompt

Title:	My Place in the Family
Grade:	Sixth Grade
Core Standards:	4060-0801 4060-0802
Objective/Purpose:	To organize and draft a persuasive paper using a graphic organizer.
Time Required:	Two or three class periods
Teacher Materials:	Book for read-aloud and discussion (select one) <i>My Rotten, Redheaded Older Brother</i> , Patricia Polacco <i>Tales of a Fourth Grade Nothing</i> , Judy Blume <i>The Summer of the Swans</i> , Betsy Byars “Salvador Late or Early”, Sandra Cisneros (short story from <i>Woman Hollering Creek and Other Stories</i>) <i>Julius, the Baby of the World</i> , Kevin Henke
Student Materials:	Graphic organizer Writing paper

What to Do:

1. Discuss the following questions with the class: What does “place in the family” mean? What is your place in the family? How do you feel about your place?
2. Read aloud from one of the suggested books.
3. Complete the graphic organizer as a whole class. Using characters from the read-aloud, show how a paragraph with a main idea and supporting details develops.
4. Model a second graphic organizer for the whole class, using your own life experience.
5. Ask students to complete their own graphic organizers using one type you have taught and used.

6. Model for students how to create paragraphs using the information listed in each category on the graphic organizer (using a main idea and 4-5 supporting sentences with details).
7. Have students draft a persuasive paper using the completed graphic organizer. (Remind students to address the paper to a specific audience.)
8. Allow students to share excerpts from their drafts with small groups.
9. With the permission of student writers, place several sample papers on an overhead and discuss them as a class.
10. Using the Six Traits rubric, have the class score several papers.

Writing Prompt: Everyone has a place in a family. Write a paper telling the reader of the advantages and disadvantages of **your** place.

Student Paper #1
(Sixth Grade Student)

Title: "Not That Bad"

NOT THAT BAD!

The Middle: squished between one thing and another. That's what I am. The middle child. Never been a middle child? Let me enlighten you on the experience.

I hate chores! Chores are so annoying! Though our chores are socialistic, and spread out amongst my Sister, Brother, and I, it feels as if I've got all the responsibility. When I want to play, another chore always comes up. "Sure, you can play," is what my brother always hears.

My brother and my sister are qualified hindrances. My brother is like Ares, the god of war. He likes to start quarrels, but if he's hurt, Oh no, he goes bawling to mom, who punishes with an iron fist of fury. My sister gets in my face and won't back off. Lash at her and she turns into an angry bull. My sister and brother are both very gullible and are prone to fall for my pranks.

Do you know what it is like to get nothing new? I do! Every year I would get a garbage bag full of old, ratty, stinky, old clothes. Hand-me-downs, they're called, but hand-me-downs are no longer required. This year, I've out-grown my sister, so hand-me-downs are now hand-me-ups!

**Student Paper #1: Scores
(Sixth Grade Student)
Six Traits Scores and Commentary**

Title: “Not That Bad!”

Ideas and Content: [5]

- The writer uses a personal experience.
- There are excellent main ideas with supporting details.
- The writer shows control of the subject. The writing is enlightening and entertaining.

Organization: [5]

- The writer has produced a solid introduction and conclusion.
- The details follow the main ideas with effective transitions.
- The writing is well balanced.

Sentence Fluency: [5]

- The writing is natural, powerful, and graceful.
- Sentences begin differently; some sentences are long and some are short.
- The writer uses fragments well.
- Questions lead to explanations.

Word Choice: [5]

- There are many well-chosen words used accurately; words are also striking but natural.
- Expressions are fresh and appealing; there is no slang.
- Verbs and adjectives are strong and colorful.
- The writer uses similes to pull the reader in.

Voice: [5]

- The writer addresses the audience in a natural way.
- Similes and metaphors are used naturally, leaving the reader wanting more.
- There is a connection that comes from “knowing” the writer.

Conventions: [5]

- Spelling, punctuation, and quotation marks are used accurately.

Student Paper #2
(Sixth Grade Student)

Title: "The Oldest"

The Oldest

My life was perfect. I was the first child, and the first grandchild too. My grandparents spoiled me rotten! It was heaven. Then my sister was born...

My sister Megan is now nine. I have a brother, his name is Nick he's five. Everyone in the whole entire world thinks my brother is a little cutie, except me. When he escapes in my house the little rodent changes into a speeding rocket. Onfourchantly, I babysitt the two good-for-nothing monsters. The race, screech and fight just to make me furious. Being the oldest definitley has its ups and downs. One up is you receive everything first. One down, even though there are tons, is have to babysitt every second of the day.

My life isn't totally "picked on." I'm the oldest. I do get everything first, but I have to share every single thing I own. One day I was in my own room just minding my own

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business then my little witchlike sister Megan raced by like a hand saw sperting out sparks left and right chopping everything in her tracks. I just whisper to myself "I'm glad I'm not out there and you would be."

Friends, my brother and I are buddies, but my sister Megan. NO Way! We can't last a single second without killing each other. Megan, she's a little pest. She is like a time bomb. You never know when she'll explode.

We'll I hope you had a good time. If you want I'll be happy to take your position for a few days.

**Student Paper #2
(Sixth Grade Student)
Six Traits Scores and Commentary**

Title: “The Oldest”

Ideas and Content: [5]

- The writer uses a catchy beginning. Ideas are well connected, balanced, and hold the reader’s attention.
- The writer successfully weaves a narrative throughout the paper.

Organization: [5]

- Excellent beginning and conclusion.
- There are well-developed ideas that move from one paragraph to another.

Sentence Fluency: [4]

- Sentences are generally well crafted, but the writer begins several paragraphs the same way.

Word Choice: [5]

- Words are specific and used accurately.
- The writer uses strong imagery with similes throughout.
- The paper is fresh and captivating.

Voice: [5]

- The writer took some risks to put across the story.
- The language brings life to the writing.

Convention: [5]

- Grammar, spelling, and punctuation are generally correct.
- The student has written enough text to demonstrate understanding of conventions.

Student Paper #3
(Sixth Grade Student)

Title: "Only Child"

Only Child

At my house I have some jobs. I don't have to work as hard in winter because of the snow. In the summer I mow the lawn. How I wish I had a brother to take a turn at the hot and sweaty job. Being the only child mean only I git the jobs.

I wish I had a older brother to be my friend. He could help me with my homework. He could stick up for me and be my protector. My chores would be lighter because he could do the heaviest labor.

Yet I'm the only child and I have all the chores with a very little allowance. ~~a matter~~ of fact usually I have no allowance at all. Where dose the money all go? No, other kid are beggin

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for it! However usually when I ask for cash I get it.

The good things about being an only child are I have my mom my Grand parents who spoil me and love. I go on cool vacations and some times get to take friends.

**Student Paper #3: Scores
(Sixth Grade Student)
Six Traits Scores and Commentary**

Title: “Only Child”

Ideas and Content: [4]

- The writer has a main idea and supporting details.
- The ideas are connected.
- The writer has given some specific points, but the content should be stronger.

Organization: [3]

- The introduction and conclusion are weak.
- Some transitions are effective; others are weak.
- The pace is good but could have been smoother.

Sentence Fluency: [3]

- Sentences are all generally short, but with good beginnings.

Word Choice: [3]

- Meaning is generally clear, but word choices do not distinguish the paper.

Voice: [4]

- The student starts out writing about wanting a brother, but does not sustain the voice.

Conventions: [3]

- There are some spelling errors.
- Commas are missing where needed.
- Several word endings are missing an “s”.

Student Paper #4
(Sixth Grade Student)

Title: "Are you the Youngest?"

Are you the Youngest?

Are you drowning in a sea of being the youngest. That is my place and this is how it feels.

For our jobs my older brothers don't have to do anything. I have to do smelly disgusting dog poop. In the summers my brother only has to do the lawn, another stinking jobs are dog poop, garbages, it is my job too.

Money is hard to get. What you have to do is question Mom. be pleasing, or whine to her, But she usually doesn't give you money as hard as you can. At our house we don't get allowance but I'm the youngest. I have to do all the work to earn a few bucks. My brothers have money thrown at them.

In our family there are 3 boys no girls and I was the youngest. Usually my brothers whine to get out of every thing. I have to work to get stuff, but my brother whines to get stuff. Perhaps I need to practice whining!

Do you have friendships in our family. I don't. Me and my brother fight over the remote. On the weekends when I'm in the shower he knocks on the door when I'm in there for 5 min and when I get out he just gets in there for 30 min.

Being the youngest is not always bad, but I'll be glad when I'm a little older.

**Student Paper #4: Scores
(Sixth Grade Student)
Six Traits Scores and Commentary**

Title: “Are You the Youngest?”

Ideas and Content: [3]

- Ideas are not developed thoroughly.
- The paper lacks depth.

Organization: [3]

- The paper shows good organization and conclusions, but it lacks effective transitions.
- Some details confuse rather than clarify.

Sentence Fluency: [3]

- Sentences are choppy and simplistic.
- Variety is missing; most sentences are the same length and start the same way.

Word Choice: [3]

- Style is conversational but ineffective.
- There are vague references rather than precise word choices.

Voice: [3]

- The writing is mundane; it lacks personality.

Conventions: [3]

- Periods and capitals are missing in several sections.
- Abbreviations are used instead of complete words.
- Digits are used when numbers should be spelled out.

Sixth Grade Writing Lesson #2 with Social Studies Prompt

Title:	I'm a Greek
Grade:	Sixth
Core Standards:	Language Arts Standard 8. Students write daily to communicate effectively for a variety of purposes and audiences. Social Studies Standard 4, Objective 3c. Identify important leaders of Greece and Rome.
Objective/Purpose:	Students will study the important leaders of Greece and write to share an autobiographical incident from one leader's life.
Time Required:	Three or four class periods
Teacher Materials:	Social studies textbook Selected autobiographies Selected Internet sites Encyclopedias
Suggested Books:	Texts from the series <i>Biographies of Ancient Civilizations</i> are helpful for introducing students to the genre of biographies and autobiographies. In addition, some texts to read with the class include: <i>Librarian Who Measured the Earth</i> , ISBN 03116515264 <i>Life and Times of Pericles</i> , ISBN 1584153393 <i>The Life and Times of Socrates</i> , ISBN 1584152826 <i>Wise Guy: The Life and Philosophy of Socrates</i> , ISBN 0374312494
Student Materials:	Access to computer/Internet, resource books Pencil and writing paper

What to Do:

Prior to this writing lesson, teachers should provide students with lessons to build the knowledge required to meet the benchmarks in Social Studies Standard 4. They should have enough background knowledge about important Greek leaders to thoughtfully select one person to research and write about.

1. Organize students into small groups. Instruct each group to brainstorm and list the important leaders of ancient Greece.
2. Conduct a whole class review of the important Greek leaders. Each group presents their list and all names are compiled into a final whole class list.
3. Provide students with the prompt. Explain that their assignment is to write a 1-2 page autobiographical account of one important Greek leader. Students select an individual to write about.
4. **Pre-write** (plan). Read aloud—as a whole class, independently or in student pairs—several biographies or autobiographies. As a class, identify information that should be included in an autobiographical story.
5. Review the process of writing a story in sequential order. Provide appropriate support and graphic organizers or outlines for writing a personal story.
6. Students begin to brainstorm and list the information they know about the leader they have chosen. In order to complete their outlines or graphic organizers, students narrow their topic to one story or personal incident about their leader.
7. As necessary, provide mini-lessons appropriate to conducting research and writing an autobiographical incident.
8. **Write** (compose). After researching the leader and completing their graphic organizer, students draft their autobiographical incident (story). Instruct students to pay particular attention to adopting the leader's voice and style.
9. **Revise** (improve). Students read their story to a partner. Based on their partner's comments or questions, students improve their drafts. Encourage them to clarify main points and to add descriptive detail. Finally, students revise their story.
10. **Edit** (proofread). Students review their story one final time. They check for correct capitalization, spelling, and punctuation.
11. **Publish** (share). Finally, students rewrite their story in a format for publishing. Provide time for students to share their story with the class.

Writing Prompt: Many important leaders were responsible for the advancement and growth of the Greek civilization. Select one important Greek leader to research. Study this person and identify one incident from his/her life that is particularly significant to the history of Greece. Adopt the leader's voice and retell this incident from his/her point of view.

Student Paper #1
(Sixth Grade Student)
Exemplary Example (Lycurgus)
Title: "I'm a Greek"

Hello. My name is Lycurgus. I am here to tell you a story about myself. First let me tell you who I am. I come from the land of Sparta. I am nicknamed "Father of Sparta." If you are wondering why, here is a story.

After many years of being accused of plotting my brother's son's death, I fled to the island of Crete. There I met a poet named Thales. Although he made a living off of being a musician, he was really a teacher of civilization. His songs persuaded people to be fair and act as brothers to each other.

I persuaded Thales to go through Sparta and sing of the new way of life that I intended

Student Paper #1
(Sixth Grade Student)
Exemplary Example (Lycurgus)
Title: "I'm a Greek"

to introduce later. I also studied the forms of Crete government and picked out what might be useful for Sparta.

After I had been absent for a while, the Spartans wrote and begged me to come back. Even the Kings of Sparta wanted me back. But in order for me to come back I decided to make some fundamental changes to Sparta. I first went to the Oracle to ask for guidance. He ensured that my prayers had been heard and that my laws would be the most famous in the world.

I gathered people to help me. When the time was right, thirty of my men appeared in the mar-

Student Paper #1
(Sixth Grade Student)
Exemplary Example (Lycurgus)
Title: "I'm a Greek"

setplace. Cleonaeus (the king) thought that we meant to kill him. He soon found out that we just wanted to make sure that there would be no opposition in the changes I had in mind.

I soon became a senator with twenty-eight men. We had the power equal to the two royal houses. With the addition of the Senate the government soon became stable and people and rulers respected themselves. In the end, Sparta became the most stable city-state in the history of ancient Greece. That is how I got the nickname "Father of Sparta."

**Student Paper #1
(Sixth Grade Student)
Six Traits Scores and Commentary
Exemplary Example (Lycurgus)**

Title: “I’m a Greek”

Ideas and Content: [5]

- The paper is clear and focused.
- The anecdotes enrich the central theme of the piece.
- Details are present and support the main ideas.

Organization: [4]

- The structure is strong and moves the reader through the piece.
- The introduction and conclusion frame the writing.

Voice: [5]

- The writer speaks to the reader in a way that is interesting and engaging.
- The writer crafts the piece in a way that reflects a deep understanding of the topic.

Word Choice: [5]

- Words are precise and used in a natural and interesting way.

Sentence Fluency: [5]

- The sentences vary in length and add variety.
- The piece has an easy flow and cadence.
- There is use of connectives that allow the piece to build energy.

Conventions: [5]

- Standard conventions are accurate and paragraph structure is strong.
- The piece is very close to being ready to publish.

OVERALL SCORE: [5]

Plato

Hi, my name is Plato and I was born in Athens around 429 B.C. to a very wealthy family. I was taught by the famous Socrates. But I was known as a show off. Then my best friend Socrates died in 399 B.C. and I was very upset.

I began to write down Socrates stories. I started to write my own. I also was a teacher like Socrates and

Student Paper #2
(Sixth Grade Student)
Average Example (Plato)
Title: "I'm a Greek"

of the people. I wanted to
predict understanding the real
world even without being able
to see it. and I died in
347 B.C and that was the
end of me, but my stories
still pass on. But nobody
really knows how I died
but me.

**Student Paper #2
(Sixth Grade Student)
Six Traits Scores and Commentary
Average Example (Plato)**

Title: “I’m a Greek”

Ideas and Content: [3]

- The writer addresses the prompt, but doesn’t reflect a deep understanding of Plato.
- The topic is clear but more details are needed to support the story.

Organization: [3]

- The pacing is controlled and can move the reader through the piece without confusion.
- The organization supports the topic but wavers towards the conclusion of the story.

Voice: [3]

- The writing is pleasing, yet doesn’t display real engagement in the piece.

Word Choice: [3]

- It is easy to understand the writer’s message on a general level.
- Despite the clarity of the piece, it reveals little energy or precision.

Sentence Fluency [3]

- The sentences start in a variety of ways and are purposeful in the story.
- Some sentences flow smoothly.

Conventions: [4]

- The conventions are reasonably accurate.
- Minor proofreading is necessary to clarify some points.

OVERALL SCORE: [3]

Julie
SS
Jan. 12

Socrates

I am Socrates I was born 469 years before Christ I was born in Greece's city state called Athens. My family was not very wealthy. My father worked as a stone carver.

I am going to tell you a story about my life. I had very strong feelings about the government and the way they were running things so I decided to tell other people how I felt about the government so I went out on the street and in to churches to speak to people about how strongly I felt. Well the people listened to me but the government did not like it very much so they took me away. They told me not to speak out on the streets about how strongly I felt about them so for my punishment they made me drink a nasty poison called hemlock and that was the end of my life.

**Student Paper #3
(Sixth Grade Student)
Six Traits Scores and Commentary
Below Average (Socrates)**

Title: “I’m a Greek”

Ideas and Content: [3]

- The writer’s ideas are reasonably clear but more details are needed to define the topic.
- The reader is left with questions that are not answered in the paper.

Organization: [2]

- The organization supports the storyline but the pacing feels awkward.
- The lack of structure is distracting and makes the story difficult to follow toward the end of the story.

Voice: [2]

- The narrative seems to be sincere but doesn’t engage the reader.
- The story is merely a telling of events with no emotional highs or lows.

Word Choice: [1]

- The writer demonstrates a limited vocabulary and has not used words that convey specific details and meaning.

Sentence Fluency: [1]

- Most sentences begin the same way.
- Many of the sentences are run-ons.

Conventions: [1]

- Errors in spelling, punctuation, grammar, and paragraphing are distracting.
- It takes rereading the story to understand the meaning.

OVERALL SCORE: [2]

Sixth Grade Writing Lesson #3 with Social Studies Prompt

Title:	Write It Down!
Grade:	Sixth
Core Standards:	Language Arts Standard 8. Students write daily to communicate effectively for a variety of purposes and audiences. Social Studies Standard 4, Objectives 2 and 3. Students explore the cultures of ancient civilizations.
Objective/Purpose:	Students will write a persuasive paper that argues the value of writing down laws in ancient Rome.
Time Required:	One or two days
Teacher Materials:	Social studies textbook Information about the Twelve Tables of Rome Selected graphic organizers
Student Materials:	Information about the Twelve Tables of Rome Access to computer/Internet Pencil Writing paper

What to Do:

Prior to this writing lesson, teachers should provide students with lessons to build the knowledge required to meet the benchmarks in Social Studies Standard 4. They should have enough background knowledge about ancient Rome and the Twelve Tables to thoughtfully write a persuasive paper about the need for a systematic, written law code.

1. Review for students the events that lead to the development of the Twelve Tables of Rome. Read appropriate texts or documents. Highlight information about the government and how it affected the Plebeians. Explain that the Patricians did not feel obligated to have a written law code for the Plebeians to follow.
2. Present students with the prompt. Explain that they will adopt the voice of an ancient Plebeian. It is their job to persuade the Patricians to write down laws. Their case must be supported by three strong arguments.

3. Organize students into pairs and provide them with a graphic organizer that will help them list the pros and cons of writing down the law. Instruct each pair to brainstorm and list pros and cons.
4. Conduct a whole class discussion about the pros and cons of writing down the laws. Why did the Patricians feel it wasn't necessary? Why were the Plebeians so passionate about the value of having laws written down?
5. **Pre-write** (plan). Remind students that their assignment is to adopt the point of view of a Plebeian. Instruct them to review the list of "pros" on the board and decide which three "pros" or reasons are the strongest. Students will record these reasons and use them in their persuasive essay.
6. As necessary, provide mini-lessons and graphic organizers appropriate for writing a persuasive essay.
7. **Write** (compose). Using the arguments selected from the class list and their own background knowledge, students write a rough draft of their persuasive paper. Remind them to adopt the point of view of a Plebeian and to use factual information as well as personal anecdotes to present their argument.
8. **Revise** (improve). Students read their papers to their partner. Based on their partner's comments or questions, students strengthen their argument by clarifying ideas and adding descriptive detail. Finally, students revise their arguments and prepare their final copy.
9. **Edit** (proofread). Students review their arguments for a final time. They check for correct capitalization, spelling, and punctuation.
10. **Publish** (share). Finally, students rewrite their final copy. Provide time for students to share their arguments in small groups or with the class.

Writing Prompt: You are a Plebeian. The Patricians have decided to let you state your case about the value of having a systematic, written law code. In a 1-2 page persuasive paper, present at least three reasons why laws should be written down and include personal anecdotes to support your reasons. Follow the provided persuasive paper graphic organizer.

Student Paper #1
(Sixth Grade Student)
Exemplary Example ("Laws Should Be Written")
Title: "Write It Down!"

Laws should be written down,
Laws should be written down...

If we don't write them down, I'll leave town, and I'm sure people will follow me. Another reason is your jail will be full. My last reason is there will be less people because most will be in jail.

Some people think that this is a fun scam. It's not fun for the plebs. That shows you how we are treated by the pertrisions.

Remember my rhyme, "write the laws down or I'll leave town". It's not just a rhyme. It's true. You'll have 10 people. you'll be sad.

Your jail will be full. Once my brother was sent to jail. He broke

out and moved to Sparta. He loves the government. Now he's lived there for 26 years. He died yesterday.

Your jails will be full. Do you know how much it costs to house an inmate. Lots of the green stuff. Well for you maybe gold stuff you don't want that.

These are my three reasons for laws being written down. First, I'll leave town. Next, your jail will be full and last you'll have more people in town because there not in jail.

**Student Paper #1
(Sixth Grade Student)
Six Traits Scores and Commentary
Exemplary Example**

Title: “Laws Should Be Written Down”

Ideas and Content: [5]

- The topic is narrow and manageable.
- The writer provides fairly accurate details that show insight and understanding.
- The reasoning is fresh, original, and interesting.

Organization: [5]

- The paper flows smoothly and maintains the purpose throughout.
- The introduction establishes the arguments and the conclusion summarizes them.
- The ideas are connected effectively through strong paragraphs.

Voice: [5]

- The tone and voice are the main strength of the paper.
- The writer speaks directly to the audience and reveals personal, honest insight in an engaging manner.

Word Choice: [3]

- The writer uses familiar words and communicates a message but the language is functional and general.

Sentence Fluency: [5]

- Sentence variety adds interest and energy to the piece.
- The writing style enhances the meaning and strengthens the arguments.

Conventions: [4]

- The writer shows general control over standard writing conventions.
- Errors that do exist are minor and don't distract from readability.

OVERALL SCORE: [4.5]

Student Paper #2
(Sixth Grade Student)
High Average Example ("Being a Plebeian")
Title: "Write It Down!"

Are you sick of being halled into court for the laws you don't even know? Well I am! Why? Because first, that's wrong to take someone to court for something they don't know about. Second, If you have laws tell everyone about them. Last, the laws people make should be written, just in case.

Other Plebians think there shouldn't be written laws. Also they can just live life the way it is. They think if Patricians' should take them to court, because if they through them in jail or prizon, whatever ~~you~~ you want to call it, they can't do anything wrong.

~~Would~~ Would you like it if cops threw you in jail for something you didn't know about? I wouldn't! Why? Well I would like to know why I am going, wouldn't you?

If you have laws made, you should tell everyone, right? Well ya! I would hate to not know the laws! Like one my sister & brother were going to the store, but we got pulled over because we were speeding, & my sister didn't know.

Student Paper #2
(Sixth Grade Student)
High Average Example ("Being a Plebeian")
Title: "Write It Down!"

You need to write down laws!
Why? Because if you don't you might
forget or disobey them. Some people have
bad memories & need to read certain things.

Like I said, if you are sick of
going to court, Apparently going to court is
like going to prison! I would hate it! Why?
Because first, you shouldn't take someone to
court for something they don't know. Second,
when you make laws, tell everyone - Last, if
you make new laws, write them down!

**Student Paper #2
(Sixth Grade Student)
Six Traits Scores and Commentary
High Average Example (“Being a Plebeian”)**

Title: “Write It Down!”

Ideas and Content: [4]

- The writer shows insight about a narrow and manageable topic.
- The writing needs to be more specific to increase the strength of the argument.

Organization: [4]

- Each paragraph has a definite argument and purpose.
- The introduction established the writer’s reasons and the conclusion leaves the reader with a sense of resolution.
- The sequencing shows logic, but loses consistency at the end.

Voice: [4]

- The tone adds interest to the message and is appropriate for the purpose and audience.
- The writer takes a risk by exposing a passionate opinion.
- In a few places the style is a bit too casual for presenting an argument.

Word Choice: [3]

- The writer uses familiar words and communicates a message but fails to paint a picture or add depth to the piece.

Sentence Fluency: [3]

- The sentences are presented with variety.
- The sentences are complete, but some are choppy.

Conventions: [3]

- Usually conventions are handled well.
- Minor proofreading would make this piece ready to publish.

OVERALL SCORE: [3.5]

Show the Laws!

Student Paper #3
(Sixth Grade Student)
Average Example ("Show the Laws")
Title: "Write It Down!"

All of us have the right to see and know the law! We plebeians are sick and tired. You patricians are keeping the law from us! My reasons are first, it is so unfair. Next, plebeians are equal. And finally, patricians are mean.

You may think it's funny to see us hauled off to court. But how would you feel? Would you like it? Would you like to see your child in jail? How would ya feel?

It's so important for every one to see the law. Because it is so unfair for us to be hauled off to court. Like a bunch of sheep being hauled off to be sheared. We don't know the law. Show the law!

Plebeians have the right! Once as a child I sat on a bench it was for patricians! I got put in jail! How was I supposed to know? I didn't know the law!

Student Paper #3
(Sixth Grade Student)
Average Example ("Show the Laws")
Title: "Write It Down!"

Patricians are mean. They arrest us! They charge
us for unknown laws! Patricians, shut up! It is unfair!

So, every citizen has the right! If ya don't
believe, fine! First, it is so unfair. Next, Plebeians have
the right. And finally, Patricians are mean! Show the law!

**Student Paper #3
(Sixth Grade Student)
Six Traits Scores and Commentary
Average Example (“Show the Laws”)**

Title: “Write It Down!”

Ideas and Content: [2]

- Though the argument is manageable, the reasons aren’t presented in a logical manner.
- More detail is needed to support the writer’s reasons.

Organization: [3]

- There is a recognizable introduction and conclusion.
- Paragraphs and ideas are connected through the reasons established in the introduction.

Voice: [4]

- The tone shows strong commitment and passion for the topic.
- In a few places the style is a bit too casual for presenting an argument. Jargon such as “ya” is distracting.

Word Choice: [2]

- Some words are used redundantly.
- Most words or phrases are functional and convey the message, but they read as though they were the writer’s first thoughts.

Sentence Fluency: [3]

- There is some variety in sentence length.
- Parts of the paper invite expressive oral reading.

Conventions: [3]

- The writer shows reasonable control over standard writing conventions.
- Some errors are distracting and impair readability.

OVERALL SCORE: [3]